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ABSTRACT

Seventy-eight articles dealing with the teaching of reading to the culturally disadvantaged are surveyed in this selected annotated bibliography. The articles surveyed appeared in American periodicals and journals between 1966 and 1971. The bibliography is designed to serve as a quick and useful source of reference for teachers of the culturally disadvantaged. The articles are grouped into the following four categories: (1) beginning reading programs for the disadvantaged, (2) reading and the inner-city disadvantaged, (3) approaches to the teaching of reading to non-English speakers, and (4) general principles of reading. (MKM)

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TEACHING READING TO THE CULTURALLY DISADVANTAGED: A SELECTED ANNOTATED BIBLIOGRAPHY

By

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In this selected annotated bibliography, seventy eight articles dealing with the teaching of reading to the culturally disadvantaged are surveyed fully enough as to facilitate for the reader the task of determining their degree of usefulness. The articles surveyed appeared in American periodicals and journals between 1966 and 1971, and have been grouped under the following categories:

1) Beginning reading programs for the disadvantaged
2) Reading and the inner-city disadvantaged
3) Approaches to the teaching of reading of non-English speakers
4) General principles of reading.

It is hoped that this bibliography will serve as a quick and useful source of reference for teachers faced with the reading problems of the particular population that prompted the writing of the literature examined. An intensive and extensive knowledge of the literature on the field can be most useful when teachers are confronted with some of the special problems of the culturally disadventaged. It is to be hoped that this bibliography will

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encourage teachers of reading, teachers of English, and teachers in general, to read in their entirety the selections described.

BEGINNING READING PROGRAMS FOR THE DISADVANTAGED

"A Beginning Reading Program for the Deprived Child." Sammy J. Wynn. The Reading Teacher, XXI (October, 1967), pp. 40-47.
Reports the findings of an experiment in which 83 disadvantaged children were taught under the experience approach to the teaching of reading, and in which parental participation was involved.

"Ability to 'Read a Picture' in Disadvataged First Grade Children." Nicholas C. Aliotti. The Reading Teacher, XXIV (October, 1970), pp. 3-6.
Compares the results of a test on picture interpretation given to 94 middle class advataged children and 96 Black, dosadvantaged children in the first grade.

"An Investigation of the Relationships Between two Preschool Programs on the Adjustment and Readiness of Disadvantaged Pupils." Vera L. Pitts. Childhood Education, XLIL (April, 1968), pp. 524-525.
Evaluates the effects of preschool attendance in two programs on 87 disadvantaged children.

"Comparing Reading Approaches in First Grade Teaching With Disadvantaged Children, Extended Into Second Grade." Albert J. Harris, Blanche L. Serwer, and Lawrence Gold. The Reading Teacher, XX (May, 1967), pp. 698-703.

Gives a brief summary of the results and the progress of second grade[illegible] under two different approaches and four different methods (basal, phonovisual, language experience, and audiovisual) to the teaching of reading.

"Effect of Kindergarten on the Reading of Disadvantaged." Coleman Morrison and Albert J. Harris. The Reading Teacher, XXII (October, 1968), pp. 4-9.

Presents the findings of a study that investigated the progress in reading of disadvantaged urban Negro children in the New York public schools. The children's progress under two different approaches to the teaching of reading was followed from first grade to third grade.

"Effects of Preschool Experience on the School Readiness Level of Privileged and Underprivileged Children." John H. Bottrill. Exceptional Children. XXXIV (December, 1967), p. 275.

Studies the differences in testing performance of priviledged children who attended a nursery school for ten hours a week, and disadvantaged children who attended a day care center for seventy hours a week.

"ERMAS: A Beginning Reading Program for Mexican American Children." Robert L. Hillerich. The National Elementary Principal, L (November, 1970), pp. 80-84.

Explains the results of the Experiment in Reading for Mexican American Students (ERMAS), a beginning reading program that employs a bilingual approach (the instructions to the students are given in both, Spanish and English), as compared to the conventional all-English approach to the teaching of reading.

"Giving Disadvantaged Negro Children a Reading Start." E. J. Josey, Negro History Bulletin, XXIX (April, 1966), pp. 155-156.

Expresses the philosophy that the Public Library must fulfill the educational gap existing in the lives of culturally disadvantaged Black children.

"Oral Vocabulary and Beginning Reading in Disadvantaged Black Children." S. Alan Cohen, and Gita S. Kornfeld. The Reading Teacher, XXIV (October, 1970), pp. 33-38.

Studies the existing analysès of the functional vocabulary of urban Black children and compares them to the vocabulary demands in five different first grade readers in an attempt to discover if vocabulary deficiency causes or contributes to the reading retardation of Black disadvantaged children at the first two grades.

"Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders." Robert H. Bruininks, William G. Lucker, and Robert L. Gropper. The Elementary School Journal, LXX (April, 1970), pp. 378-386.

Analyzes the results of a study of comparison of the psycholinguistic abilities of good and poor readers from disadvantaged homes who were taught to read by one of two different approaches: initial teaching alphabet, and traditional orthography.

"Reading Readiness and Achievement of Primary Grade Children of Different Socio-Economic Strata." Earl Hanson and H. Alan Robinson. The Reading Teacher, XXI (October, 1967), pp. 52-56; 79.

Describes the difference in reading readiness and reading

achievement found among first, second, and third graders of different socio-economic levels.

"Success for Disadvantaged Children." M. Froelich, Florence Kaiden Blitzer, and Judith W. Greenberg. The Reading Teacher, XXI (October, 1967), pp. 24-33.

Describes a beginning reading program geared to develop reading competency among disadvantaged children. The program is eclectic; it does not rely upon any single theory or approach to beginning reading instruction. The authors explain in detail the reading material and procedures used, the element of parental involvement, and the methods of evaluation.

READING AND THE INNER-CITY DISADVANTAGED

"Communicating with the Urban Poor: An Exploratory Inquiry." Carl E. Block. Jornalism Quarterly, XXXXVII (Spring, 1970), pp.3-11.

Discusses the data gathered on 350 interviews with residents of the inner-city of St. Louis in August of 1968, in an effort to find the effect that the mass media has on the lives of these people.

"Six Successful Reading Programs for Inner-City Schools." Nicholas P. Criscuolo. Children Education, XXXXVII (April, 1971), pp. 371-372.

Six reading programs geared to raise the reading achievement level of children in the inner-city, and put into successful practice in the New Haven public school system are discribed briefly.

"Stories for Disadvantaged Sophisticates." Sarah Ryder. Journal of Reading, XI (March, 1968), pp. 438-440.

Describes a teacher's experiences in her treatment of three stories by Langston Hughes with 20 students of the "lowest scholastic track" in an English class.

"Tabloid Approach Designed for Inner-City Readers." No Author. Nation's Schools, LXXXVII (March, 1971), p. 74.
This is a brief description of an urban reading program that employs journalistic techniques to encorage inner-city youth to read. The program is centered on everyday city life, and includes topics such as drug abuse, illegitimacy, dating, larceny, and others.

"The Ghetto Child can Relate to the Graffiti Fence." Dolores Stocker. Phi Delta Kappan, LII (March, 1971), p. cover 4.
Explains how the graffiti fence may be used as a devise to catch the attention of ghetto students who experience reading difficulties. The author's suggestions are based on her own experiences with a small group of Black, 11th grade ghetto students.

"The Reading Improvement Program at the State University Urban Center in Brooklyn." Irving Netchinsky. Journal of Reading, XI (February, 1968), pp. 362-366.
Describes a reading program of compensatory education whose objectives are to improve the individual skills of each student so as to insure his placement in the job market, or his being accepted in college.

"What do Children in the Inner-City Like to Read?" Robert Emans. The Elementary School Journal, LXIX (December, 1968), pp.118-122.

Sets forth the results of an experiment conducted to test if inner-city children preferred books with a family-friends-and pets theme or books that centered on a city theme. The sample population of 22 children was discovered to prefer the former.

APPROACHES TO THE TEACHING OF READING OF NON-ENGLISH SPEAKERS

"Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes." Roy McCanne. The Reading Teacher, XIX (May, 1966), pp. 670-675.

Reports on an experiment involving 29 teachers in 21 schools and 15 school districts in Colorado. These teachers tested three different approaches to the teaching of reading on their Mexican American pupils: 1) the conventional English readiness and basal reader approach, 2) a modified teaching English as a second language approach, and 3) the language experience approach.

"Have Your Puerto Rican Pupils Help Themselves." Louis Perutt. English Journal, LV (December, 1966), pp. 1201-1206.

Gives an account of project LEARN (Learn English and Reading Now), put into effect with Puerto Rican junior high school students whose reading level was at the fifth grade. Grouping, a bilingual approach, and the selecting of team leaders from among the students themselves proved highly effective.

"Juan's Right to Read." Lillian Goodman. American Education, VI (July, 1970), pp. 3-6.

Deals with the efforts conducted in a reading clinic in California to help poor readers of Spanish-speaking backgrounds. Among the techniques tried were the language experience approach to the teaching of reading, individualized programs, and family involvement.

"Reading, Language Development, and the Bilingual Child." Doris C. Ching. Elementary English, XLVI (May, 1969), pp. 622-628.

An annotated bibliography of 36 articles dealing with "bilingual children," e. i., children who speak a dialect other than standard English. A major part of this bibliography is concerned with Negro and Spanish-speaking children.

"Reading Programs for Mexican American Children of Texas." Deck Yoes, Jr. The Reading Teacher, XX (January, 1967), pp. 313-318, 323.

Describes some of the projects financed with federal money under title I designed to strengthen instruction in reading for Mexican American children in Texas. The projects discussed are: Project Bravo, Second Chance, Del Rio, a program at Edinburg, an Elementary Remedial Language Arts Program, and a project for teaching Spanish to Spanish-speaking pupils. Also, a Texas Project for the Education of Migrant Children, one for Bilingual First Grade in San Antonio, and an In-Service program at Corpus Christi.

"Spanish-Speaking First Graders Learn to Read in Hoboken." John T. Feeley. The Reading Teacher, XXIII (October, 1969), pp. 40-42.

Explains the mechanics of a pilot program that employs bilingual teachers and bilingual aides. Both languages, Spanish and English are taught simultaneously.

"Teaching Non-English Speaking First Graders to Read." Joan T. Feeley. Elementary English, XLVII (February, 1970), pp. 199-208.

Examines the historical and ineffectual response to the problems of educating the great numbers of non-English speaking children in the United States. Recommends a new approach: reading in the child's native language first. Examines several bilingual approaches.

"The Reading Problems of the Bilingual Child." Grace Blossom. Reading Improvement, VII (Spring, 1970), pp. 20-22.

Criticizes textbooks and the English language as the problems of the bilingual child. Offers suggestions to teachers to facilitate and make more effective the use of textbooks.

"Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade." Thomas D. Horn. The Reading Teacher, XX (October, 1966), pp. 38-42.

Presents the results of a study conducted at the San Antonio Independent School District, in which the effectiveness of three different methods of developing reading readiness in Spanish-speaking children was tested.

GENERAL PRINCIPLES OF READING

"A Recommended Reading Diet for Children and Youth of Different Cultures." Patricia Jean Cianciolo. Elementary English, XLVIII (November, 1971), pp. 779-787.

Builds a case as to why the reading materials for all children, regardless of their cultural differences, must first

of all serve to broaden their human values. The emphasis on literary form can come later on.

"An Evaluation of Multi-Ethnic Basal Readers." Marilyn Collier. Elementary English, XLIV (February, 1967), pp. 152-157.

Discusses the evaluation of 25 multi-ethnic basal readers published between 1960 and 1965 by four different publishing companies.

"Ashton-Warner's Key Vocabulary for the Disadvantaged." Athol B. Packer. The Reading Teacher, XXIII (March, 1970), pp. 559-564.

Reports on the study of the relationship between the words that students want to learn and those found in basal readers.

"A Successful Reading Program for the Disadvantaged." S. Donald Marani, and Joseph Tivvis. The Reading Teacher, XXIV (October, 1970), pp. 39-41; 65.

Explains the basic steps of a reading program tried in a junior high school in metropolitan Baltimore: sequential skills development, individualized practice in specific skills, independent reading, grouping for effective reading instruction, and motivation.

"Black America--the Contemporary Scene." No Author. Instructor, LXXIX (August/September, 1969), p. 78.

Presents a 91 book bibliography for children ages six to thirteen. This bibliography is the second part of a selected list, Blowing in the Wind, prepared by Children's Services, San Francisco Public Library. The first part appeared as The Historical Scene.

"Black Boy and Role Playing: A Scenario for Reading Success." Marcia Pitcole. English Journal, LVII (November, 1968). pp. 1140-1142.

Explains a teacher's technique to allow the students to preview twenty key scenes from Richard Wright's Black Boy, in an effort to motivate them to read the entire book.

"Black Dialect: The Basis for an Approach to Reading Instruction?" Mary Schneider. Educational Leadership, XXVII (February, 1971), pp. 543; 545; 547-549.

Reviews briefly some of the findings of researchers on the dialects spoken by Black students. Application of the conclusions and suggestions of the researchers to the teaching of standard English are considered.

"Black Studies and Paraprofessionals--A Prescription for Ailing Reading Programs in Urban Black Schools." Ray C. Rist. Journal of Reading, XIV (May, 1971), pp. 525-530; 583.

Examines two of the theories that try to explain why Black students in the urban schools fare so poorly under the present system of public education. Also, reports on the results of a study conducted with four seventh grade classes in two East St. Louis, Illinois, junior high schools. One aspect of this study was the hiring of university students as paraprofessionals.

"Can Disadvantaged Parents Motivate Children for Reading?" Adeline W. Gomberg. The Record, LXXI (February, 1970), pp.451-454.

Conludes that parents can be taught to prepare their

children for reading in the schools. This conclusion is based on the results of a workshop for parents conducted in Philadelphia, in which, of the 47 parents who expressed interest in the workshop, only 9 attended the sessions daily.

"Children's Literature and the Disadvantaged." Sister Francis Joseph. Catholic School Journal, LXVIII (May, 1968), pp. 44; 46; 48.

Offers suggestions on how to stimulate the interest of the disadvantaged children in reading, how to select relevant books, and how to teach some reading skills. Includes a brief list of selected books.

"Dialect Training and Reading: A Further Look." With reply by K. S. Goodman. Richard Rystrom. Reader Research Quarterly, V (Summer, 1970), pp. 581-600.

Presents the results of a dialect training project conducted in a rural Georgia Negro school, in order to test the effect of dialect upon reading achievement. The reply to this article (pp. 600-603) expounds the belief that teachers must be taught to accept and build on the language competence of their students.

"Disadvantaged Children and the Effectiveness of i. t. a." Jack A. Holmes, and Ivan M. Rose. The Reading Teacher, XXII (January, 1969), pp. 350-366.

Studies the implications of the result of an experiment involving the i. t. a. and the traditional orthography method of teaching reading to 40 first grade classes in Stockton, California.

"Disadvantaged Readers." Marjorie Seddon Johnson, and Roy A. Kress. The Reading Teacher, XXIV (October, 1970), pp. 2; 56; 81.

Criticizes the schools' efforts to bring the reading achievement of all children to "grade level," since the problems of the disadvantaged learners are many, and varied, and no one solution may be applicable to all.

"Don't Teach Them to Read." Hermese E. Roberts. Elementary English, XLVII (May, 1970), pp. 638-640.

Attacks suggestions to delay reading instruction for Black pupils who speak nonstandard dialect until they reach the third and fourth year of school. Advocates beginning reading instruction at age four or five.

"Education for the Culturally deprived: Building on Pupil Experience." Dorothy M. Bryan. Social Education, XXXI (February, 1967), pp. 117-118; 121.

Lists recommendations for more effective teaching of the disadvantaged. The article is based on the author's own experiences with her 22 third-graders.

"Growth in Perception of Reading, Writing, and Spelling for the Educationally Disadvantaged." Agnes Madison. The Reading Teacher, XXII (March, 1969), pp. 513-515; 577.

Describes an experiment in Belton, Texas, in which students from a fourth grade class with "low mentality scores" took part. The following elements formed the core of the experiment: motivation of the students, group and individualized instruction, and well-defined reading objectives.

"How effective are Basal Readers with Culturally Disadvantaged Children?" Nicholas P. Criscuolo. Elementary English, XLV (March, 1968), pp. 364-365.

Discusses a six-month study to determine if basal readers are more effective when used intensively, or when used in a more hurried fashion.

"Individualized Reading and the Disadvantaged " B. M. Keener. The Reading Teacher, XX (February, 1967), pp. 410-412.

Advocates the individualized approach as the answer to the problems of teaching reading to the disadvantaged. Offers suggestions to teachers on how to make this approach more effective.

"Institute in Reading for Teachers of Culturally Disadvantaged Children." Philliss Adams. Childhood Education, XLIII (April, 1967), pp. 463-468.

Describes an eight-week NDEA Institute in Reading for primary teachers of culturally disadvantaged children offered by the University of Denver, Colorado, in cooperation with the United States Office of Education.

"Is There a Literature for the Disadvantaged Child?" D. I. Seaberg. Childhood Education, XLV (May, 1969), pp. 508-512.

Questions the belief that the urban poor children should only need "here and now" books in which they can identify with story characters from their same ethnic group.

"Language Improvement for Disadvantaged Elementary School Youngsters." Mozella P. Conville. Speech Teacher, XVIII (March, 1969), pp. 120-123.

Describes an eight-week reading improvement library program conducted in the public school system of East Baton Rouge in the summer of 1968.

"Linguistic and Cultural Factors in Teaching Reading to Ghetto Children." Joan C. Baratz. Elementary English, XLVI (February, 1969), pp. 199-203.

Makes a case for the necessity of taking into consideration the language difference (not deficiency) of the Negro ghetto child in his educational process. Advocates teaching this child to read in his language first, and then teaching him to read in standard English.

"Linguistic and Thematic Variables in Recall of a Story by Disadvantaged Children." Norman A. Milgram, Milton F. Shore, and Charlotte Malasky. Child Development, XLII (June, 1971), pp. 637-640.

Reports on the findings of a study that investigated kindergarten and first grade disadvantaged children's power to recall the theme of a story, and the fluency of their linguistic expression in their retelling of the story.

"Motivation: For the Disadvantaged, Special Problems." Eugene H. Baker. Grade Teacher, LXXXV (March, 1968), pp. 104-107; 116.

Presents the result of the testing of the hypothesis that if children are given learning materials in which they are interested, their motivation and achievement will be high.

"Nonstandard Language and Reading." Richard L. Venezky. Elementary English. XLVII (March, 1970), pp. 334-345.

Deals with the problems of teaching reading in standard English to those children who do not speak English. The Philipino Experiment, the San Antonio Bilingual Project, the Modian Study, and a Bilingual Program in Peru are discussed.

"101 Books for Teaching the Disadvantaged." Allan C. Ornstein. Journal of Reading, X (May, 1967), pp. 546-551.

A briefly annotated bibliography of books that, according to the compiler, can be used as textbooks, supplementary reading material, or as the basis of term projects or group discussion at the junior high and high school levels. These books deal with the contributions of members of the Black and Puerto Rican minority groups to the American culture and history.

"Prediction of Perceptual Reading Disability Among Disadvantaged Children in the Second Grade." H. A. Goodstein, G. Whitney, and J. F. Cauley. The Reading Teacher, XXIV (October, 1970), pp. 23-28.

Studies the results of the achievement tests administered to 108 children at the beginning of the second grade, in an effort to obtain information on their achievement in perceptual reading.

"Questioning for Thinking: A Teaching Strategy that Makes a Difference for Disadvantaged Learners." Walter N. Gantt. The Reading Teacher, XXIV (October, 1970), pp. 12-16; 22.

Advocates questioning not only as a teaching strategy to guide the disadvantaged child's thinking and help broaden his conceptual knowledge, but also as a diagnostic tool. Offers teachers several suggestions on the subject.

"Race, Reading and Poverty in Los Angeles." Joseph Payne. Integrated Education: A Report on Race and Schools, IX (November/December, 1971), pp. 15-21.

Examines the results of a study of the relationship between children's low reading ranks, athnic background, poverty, and District. The study was conducted in Los Angeles, Calif.

"Race, Socio-economic Level, Housing, and Reading Readiness." Henry T. Filmer and Helen S. Kahn. The Reading Teacher, XXI (November, 1967), pp. 153-157.

Discusses the results of a study designed to test the relationship of reading readiness upon entering the first grade, and the race, socio-economic level, and housing of the student.

"Reaching the Culturally Deprived." Terry Borton. Saturday Review, (February, 1966), pp. 77-78; 104-105.

Gives an account of the experiences of a high school teacher of English and a group of students of "low ability." Faced with a reading list of books that were far too childish for the students in his class, the author abandoned the curriculum guide. He relates the students' reaction to the change, and his way of guiding the students into the world of literature.

"Reading and the Disadvantaged." J. Wesley Schneyer. The Reading Teacher. XXIII (March, 1970), pp. 571; 573.

Reviews some of the theories on the causes of the reading problems of the disadvantaged.

"Reading Disability and Socio-economic Status." Theodore A. Chandler. Journal of Reading, X (October, 1966), pp. 5-21.

Examines several studies in which a definite association between reading disability and low socio-economic status is established.

"Reading in Appalachia." Lorena A. Anderson. The Reading Teacher, XX (January, 1967), pp. 303-306; 312.
Discusses the implementation (but not the results) of two federal government financed reading programs in West Virginia. Fifteen elementary and secondary schools were involved in the two programs, which were primarily: (1) of enrichment experiences, and (2) of testing, diagnosing, and evaluating.

"Reading Retardation: A Bi-racial Comparison." Franklin D. Lewis, D. Bruce Bell, and Robert P. Anderson. Journal of Reading, XIII (March, 1970), pp. 433-436; 474-478.
Presents the data (but not the conclusions) gathered in a study of the role that intelligence, socio-economic status, family situation, motor proficiency, and other variables play as determining factors in reading difficulties among junior high school Negro and Caucasian boys.

"Reading: Teaching Migrant Children." Arline Lund. Today's Education, LX (October, 1971), pp. 49-50.
Shares the experiences of a first-grade teacher of migrant children in Sarasota. The author relates anecdotes and discusses some of her teaching techniques.

"Relationship of Self-esteem of the Disadvantaged to School Success." Allen H. Frerichs. Journal of Negro Education, XL (Spring, 1971), pp. 117-120.

Reports on a study that investigated the relationship between the level of self-esteem of Black children living in a lower social class neighborhood and their academic success in school. The subjects of the study were 78 Black six-graders from a large midwestern inner-city area.

"Relevant Literature: Teaching the Disadvantaged." David Cooper. Clearing House, XLIII (March, 1969), pp. 444-446.

Offers suggestions on the teaching of literature to culturally disadvantaged students. Cites the titles of short, relevant materials for use at the secondary level. The author's approach centers about the students' involvement in the process of learning, and reading.

"Reliability of Measures Related to Reading Success of Average, Disadvantaged, and Advantaged Kindergarten Children." H. Alan Robinson. The Reading Teacher, XX (December, 1966), pp. 203-209.

Discusses an experiment in which different tests used in kindergarten to test visual, auditory, visuomotor abilities, reading readiness, and I.Q., were evaluated as to their reliability and suitability for testing children from different socio-economic and ethnic background. Two hundred fifty-eight (258) kindergarten children were the subject of the experiment.

"Sociolinguistic Alternatives in Teaching Reading to Non-standard Speakers." Walt Wolfram. Reading Research Quarterly, VI (Fall, 1970), pp. 9-33.

Critically reviews strategies in teaching reading to Black children of low socio-economic backgrounds. The two main strategies discussed are: (1) retaining the reading materials in standard English and making adjustments in the teaching methods, and (2) revising the basic materials now used. The implications of making either choice are explored.

"Some Conclusions About Teaching Reading to Disadvantaged Children." S. A. Cohen. The Reading Teacher, XX (February, 1967), pp. 433-435. Also, in Education Digest, XXXII (May, 1967), pp. 40-42.

Presents twelve conclusions about teaching "socially disadvantaged" children to read and write. The first five are as follows:

1. "Compensatory programs for socially disadvantaged children have not proven successful.
2. Most Puerto Rican, Negro, Mexican American, and Appalachian White children are retarded in reading.
3. Most children learn to read, write, and do arithmetic in spite of psychosocial problems.
4. Culturally deprived children learn to read before their emotional problems are solved.
5. Phonics in any form, by any name ... will not ...solve the reading problems of the culturally deprived children."

"Studies in Visual Perception and Reading in Disadvantaged Children." S. Alan Cohen. Journal of Learning Disabilities, II (October, 1969), pp. 498-519.

Discusses the extremely high incidence of visual perception problems among children of disadvantaged urban, low socio-economic status. The author's suggestions as to the remedy of the problem are inconclusive. The article is followed by four critiques.

"Teaching Reading to Culturally Disadvantaged Children." Dina Feitelson. The Reading Teacher, XXII (October, 1968), pp. 55-61.

Deals with the reading problems of Israeli children from the 1950's to the present. The author feels these problems to be fairly typical of the problems faced by children of various cultural subgroups in large urban centers in the United States.

"Teaching Reading to the Culturally Disadvantaged in Secondary Schools." Ruth Strang. Journal of Reading, X (May, 1967), pp. 527-535.

Offers suggestions to aid teachers in the job of teaching reading to this particular population. Among the suggestions are the following:

1. An early diagnosis based on informal testing.
2. Relevant assignments of interest to the student.
3. Exercises with the kinesthetic method.
4. Team work on the writing of sentences based on pictures or situations.
5. Immediate reinforcement and immediate reward for a job accomplished well.

"Teaching Word Recognition to Disadvantaged Boys." Robert H. Bruininks. Journal of Learning Disabilities, III (January, 1970), pp. 28-37.

Presents the results of an experiment to assess whether disadvantaged boys would learn more efficiently through the sight-word approach or through the phonic teaching method.

"Ten Guidelines for Teaching the Disadvantaged." Sidney J. Rauch. Journal of Reading, X (May, 1967), pp. 536-541.

Attempts to develop guidelines and suggests materials to teachers, so that they can help their disadvantaged students overcome their reading problems. Ten specific guidelines are listed.

"The Disadvantaged: Do Not Deprive Them of the American Literary Heritage." Lois S. Josephs. Clearing House, XLIV (October, 1969), pp. 105-109.

Advocates exposing disadvantaged students to the American literary classics. The author feels that contrary to the idea that only in contemporary works can these students find relevance to their lives, relevance and meaning can also be found in the classics.

"The Effects of Self-directive Dramatization on Reading Achievement and Self-concept of Culturally Disadvantaged Children." L. Carlton, and R. H. Moore. The Reading Teacher, XX (November, 1966), pp. 125-130.

Discusses a study in which self-directive dramatization was used to bring about a change in the pupils' self-concept from a negative to a positive one, and for the

improvement of reading. The experimental group in this study were one first, one second, one third, and one fourth grade classes in a public elementary school in a large city.

"The Reading Performance of Disadvantaged Early and Non-early Readers from Grades 1 Through 3." Coleman Morrison, Albert J. Harris, and Irma T. Auerbach. Journal of Educational Research, LXV (September, 1971), pp. 23-26. Examines a study undertaken to determine the advantages or disadvantages of early reading ability among Black disadvantaged children entering first grade in the New York public schools.

"What Will it be? Reading or Machismo and Soul?" Edward O. Vail. Clearing House, XLV (October, 1970), pp. 92-96. Disapproves of special reading programs such as the ones dealing with bilingual education and non-standard English. Such programs, the author feels, will increase, rather than decrease the number of children who will never learn to read English.